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Interactive Video Method of Teaching and Assessment: Poster Presentation

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A U S T R A L I A

INTERACTIVE VIDEO METHOD OF TEACHING AND ASSESSMENT

Karen Clark-Burg, Annie Das and Prof Selma Allix

BACKGROUND

School of Nursing was very keen to trial a method of teaching and assessment in one of the Nursing skills units.

Students were divided into two groups to experience both traditional and interactive video methods using a commercially available software program in a cross-over research. It was expected that this strategy would enhance students 'deeper learning' and better standards of skills.

www.videointeractlearn.edu.au

FINDINGS

- › Students found the assessment process less onerous
- › Capacity to review process and validate assessment mark
- › Level of competency and confidence increased
- › Reduced assessment bias
- › Overall improvement in performance of the skill
- › Videoing is a useful feedback tool
- › Reduced staffing budget

LIMITATIONS

Software Incompatibility Issues with computers

- › Increase in student workload

Assessment Day Issues

- › Students inexperience in operating camera
- › Noise control

Post Assessment Issues

- › More streamlining of process was required.

To overcome these limitations a new project is being planned

FUTURE DIRECTIONS

- › A simple web-based program has now been developed (www.videointeractlearn.com/critique beta)
- › Showcase innovations in the School of Nursing
- › Use by other Schools in the University
- › Use on other campuses
- › Endorsement by professional bodies
- › Expand across other professions

